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Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Cluster Area I: **Question**	**General Supervision** Is effective general supervision of the implementation of the Individuals with Disabilities Act (IDEA) ensured through the State Education Agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
Probe: GS.1	Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?
State Goal	Maintain general supervision activities that result in all eligible children with disabilities receiving FAPE in the LRE.
Performance Indicator(s)	Indicator 1: Supply of trained hearing officers, mediators and complaint investigators. Indicator 2: Steps to fully implement focus monitoring.

1. Baseline/Trend Data

Indicator 1: Baseline is level with all contracted staff retained for three years.

Indicator 2: The focus monitoring process is well underway with 8 of the 11 steps completed. (See Table 1.)

2. Target

Indicator 1: Dispute officers are available when needed 100% of the time.

Indicator 2: Complete at least 7 of the 11 focus monitoring steps.

3. Explanation of Progress or Slippage

Indicator 1: **Progress**. Target met. Idaho maintained an adequate supply of contracted dispute personnel. Progress is attributed to:
- Contracted personnel are provided training, at a minimum, every two years.
- Some contracted personnel were sent to law conferences.
- 100% retention rate of contracted personnel.

Table 1: Focus Monitoring Steps

Focus Monitoring Steps	Status
1. Begin using data.	Completed
2. Publish district data reports.	Completed
3. Incorporate Performance Goals and Indicators into monitoring process.	Completed
4. Self-evaluation training on compliance and data.	Completed
5. Tiered onsite monitoring based on need.	Completed
6. Annual progress reports respond to data indicators.	Completed
7. Develop scoring rubrics for how determinations are made regarding areas of need.	Completed
8. Begin onsite visits based on need.	Completed
9. Revise self-evaluation process, questions, protocols.	In Progress
10. Establish a process to determine focus indicators.	Pending
11. Establish data verification protocol.	Pending

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- Numbers of trained personnel were adequate to respond promptly to dispute requests.

Indicator 2: **Progress**. Target exceeded. Eight of the 11 focus monitoring steps have been completed. Progress is attributed to:
- Staff collaboration
- Work of the monitoring task force with LEA representation

Goal Summary

The general supervision instruments and procedures used by the SEA identify and correct dispute and monitoring noncompliance findings in a timely manner.

During onsite monitoring visits, SEA staff delivers a written report of findings as the team exits the district. Regional consultants follow up with districts to ensure compliance within one year. As a result of general supervision activities, top compliance issues have been reduced as noted in Table 2.

4. Projected Targets

Indicator 1: Number of trained hearing and complaint officers ≥26

Indicator 2: Full implementation of focus monitoring by completion of 11steps.

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5. Future Activities	6. Projected Timelines	7. Projected Resources
• Conduct mediation training.	May 2004	• Dispute Resolution Coordinator • Bureau Chief • Part VI-B funds
• Contract five new dispute resolution recruits.	August 2004	• Dispute Resolution Coordinator • Bureau Chief • Part VI-B funds
• Revise self-evaluation process, questions and protocol.	May 2004	• Quality Assurance Coordinator • Monitoring task force • Part VI-B funds
• Establish a process to determine focus indicators.	June 2004	• SDE Central Office Staff • Regional Consultants
• Establish onsite data verification protocol.	August 2004	• Quality Assurance Coordinator

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Probe: GS.II	Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?
State Goals	Identify and remediate systemic issues within one year *
Performance Indicator(s)	Indicator 1: Maintain a monitoring system that identifies systemic non-compliance and ensures that issues are corrected within one year. Indicator 2: Number of parent interviews conducted annually to determine issues. Indicator 3: Number of districts recei.ving targeted "mini" training to address compliance issues identified through a variety of sources. Indicator 4: Interagency ratings determine effectiveness of the agreement and are used for improvement planning.

1. Baseline/Trend Data

Indicator 1: 100% of identified systemic non-compliance items were corrected within one year. This is the baseline year.

Indicator 2: The trend is upward. Parent interviews continue to be conducted in sufficient quantity to produce statistically viable data. (See Figure 1 next page)

Indicator 3: This is the first year mini trainings have been targeted to specific districts based on compliance issues in their Plan for Improving Results. This is a baseline year for using this particular technique and no trend exists yet.

Indicator 4: Overall, 2.41 for the first survey between all partners and the SDE with strengths in Services and Climate and weakness in the cross agency data system. (See Table 2)

2. Target

Indicator 1: Maintain 100% of systemic non-compliance findings corrected within one year.

Indicator 2: ≥300 parent interviews are conducted.

Indicator 3: 12 districts receiving targeted mini training

Indicator 4: Establish baseline

Table 2: Interagency Relationship Survey	
	Date: 4/10/02 Stakeholders & SDE
Goals	Average/ **Range**
Services - We provide children and youth with disabilities and their families, individualized, appropriate services that result in positive experiences and outcomes.	3.1 2-4
Climate – We are a community where individuals are valued and listened to while working together effectively.	3.1 2-4
Shared Vision – We share a common purpose, recognize each other's strengths and limitations and support each other in multiple ways to accomplish that purpose.	3.0 1-4
Resources – We maximize, share, and distribute available resources equitably.	2.0 1-4
Policies/Procedures – We have cross agency policies and procedures that are complimentary and enable seamless delivery systems for our stakeholders.	2.0 1-4
Data System – We have a cross agency data system that allows us to input and retrieve valid, results-oriented data.	1.5 1-2
Communication – We communicate in an organized, ongoing respectful manner on all levels within and among agencies, partners and families.	2.2 1-4

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3. Explanation of Progress or Slippage

Indicator 1: **Progress.** 100% of compliance issues corrected within one year.
Progress is attributed to:

- A revised monitoring system and process that focuses on improving results for students while continuing to ensure that compliance is maintained.
- Systemic issues identified by the district through the self-evaluation process and follow-up SDE onsite visit.
- Interventions planned by districts to address compliance issues.
- Accountability through follow-up by SDE regional consultants and an annual progress report

Indicator 2: **Progress**. Target exceeded with 440 parent interviews conducted. Information collected was used as follows:

- Issues rank ordered and used in decision-making regarding training needs.
- Aggregated results of the parent interviews were shared with the district for use in self-evaluation activities.

Indicator 3: **Progress**. Target met. 15 districts accessed training targeted to address their compliance issues.

Indicator 4: **Progress.** Baseline established.

Goal Summary:

Idaho is making excellent progress toward using various sources of data to identify and address systemic issues in a timely manner.

4. Projected Targets

Indicator 1: 100% of monitoring compliance issues remedied within one year.

Indicator 2: Conduct a minimum of 300 parent interviews annually.

Fig. 1. Number of Parent Interviews Conducted by the SDE During Monitoring Activities
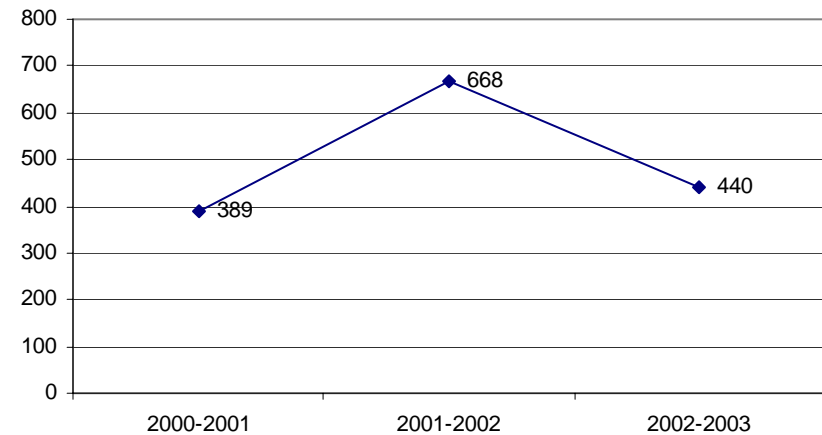
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Indicator 3: 20 districts access targeted mini trainings on identified areas of compliance needs.

Indicator 4: Interagency ratings remain above 3.0.

5. Future Activities	6. Projected Timelines	7. Projected Resources
• Post dispute "hot topics" on the state website.	Spring 2004	• Dispute Resolution Coordinator
• Continue parent interviews.	Ongoing	• Quality Assurance Coordinator • Part VI-B funds
• Expand "mini" compliance trainings to all regions	2004-2005 school year	• All SDE staff
• Use data from annual interagency rating scale to address the effectiveness of the agreement and to address identified systemic issues.	Annually	• Bureau staff • Interagency partners

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Probe: GS.III	Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?
State Goal:	Maintain the high level of timely due process hearings, complaint investigations, and mediations.
Performance Indicator(s)	Indicator 1: Percentage of hearings completed within 45 days. Indicator 2: Percentage of complaints completed within 60 days. Indicator 3: Percentage of successful mediations.

1. Baseline/Trend Data

Indicator 1: The trend has been erratic, but has turned upward the past two years. (See Table 3.)

Indicator 2: The trend remains stable with very high performance. (See Figure 2.)

Indicator 3: The trend is improving. (See Figure 3 on the next page.)

2. Targets

Indicator 1: 100% of hearings completed within 45 days unless extended by hearing officer.

Indicator 2: 100% of complaints completed within 60 days.

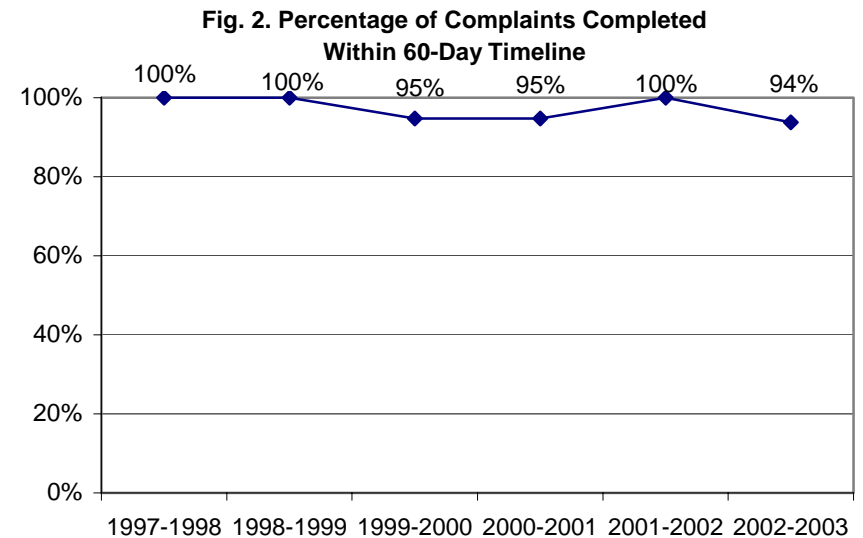Indicator 3: 80% of mediations are successful.

3. Explanation of Progress or Slippage

Indicator 1: **Progress**. Target met. 100% of hearings were completed within 45 days except one that was extended by the hearing officer due to hospitalization of parent. Progress was due to:
- An adequate supply of hearing officers.
- Extensions granted only for justifiable reasons.

Table 3: Number and Timeliness of Hearings by Year

Hearings	98-99	99-00	00-01	01-02	02-03
Hearings held	6	4	2	4	4
Number completed within 45 days	1	0	2	2	3
Percentage completed within 45 days	16%	0%	100%	50%	75%

Fig. 2. Percentage of Complaints Completed Within 60-Day Timeline

100%   100%   95%   95%   100%   94%

1997-1998 1998-1999 1999-2000 2000-2001 2001-2002 2002-2003

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Indicator 2: **Slippage**. Slippage by one complaint that missed the 60-day timeline. This was due to the following factors:
- One day prior to the deadline, both parties were very close to an early complaint resolution (ECR) and requested a time extension
- School Board approval was needed to finalize the agreement between district and parents
- School Board declined approval
- Findings were issued immediately upon ECR failure

- Indicator 3: **Progress**. Target exceeded. 90% of mediations were successful.
Progress is attributed to:

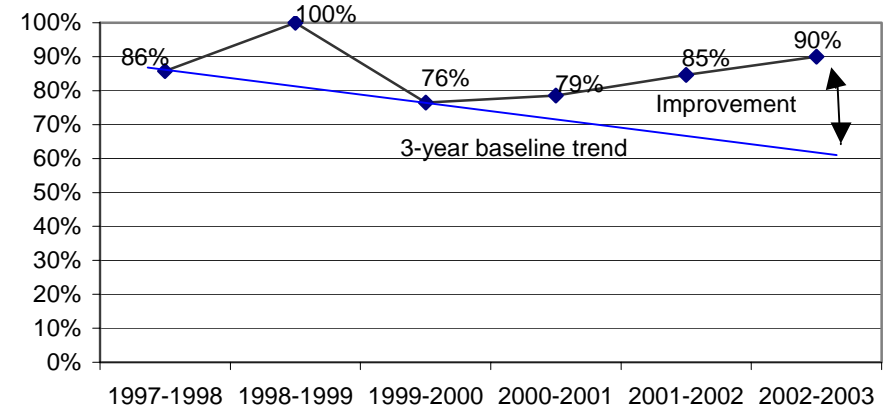- An adequate supply of mediators.
- Well-trained mediators.

Goal Summary

Idaho met two of the three indicators and missed the third by only one complaint.

4. Projected Targets

Indicator 1: 100% of hearings completed within 45 days unless extension granted by hearing officer

Fig. 3: Percentage of Successful Mediations
July 1, 1997 - June 30, 2003

5. Future Activities	6. Projected Timelines	7. Projected Resources
• Continue training for contracted personnel.	Summer 2004	• Dispute Resolution Coordinator
• Process dispute requests within two days of receipt.	Ongoing	• Dispute Resolution Coordinator
• Develop mediation booklet.	November 2004	• Dispute Resolution Coordinator
• Develop due process hearing booklet.	November 2004	• Dispute Resolution Coordinator

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Probe: GS.IV	Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?
State Goal	Personnel in Idaho are trained to ensure that all students with disabilities at all age levels receive appropriate services in the least restrictive environments.*
Performance Indicator(s)	Indicator 1: Percentage of fully certified special education personnel. Indicator 2: Retention rate for special education teachers. Indicator 3: Caseload size of special education teachers. Indicator 4: Number of special education graduates from Idaho colleges and universities. Indicator 5: Number of qualified applicants for special education vacancies.

1. Baseline/Trend Data

Indicator 1: Trend data indicates a decline in the percentage of fully certified special education personnel. (See Figure 4) (Source: Bureau of Certification and Child Count.)

Indicator 2: The trend for retention rates for special education teachers is declining, although the 2002-2003 school year saw a slight increase. (See Figure 5 on the next page.) (Source: Idaho Basic Education Data System.)

Indicator 3: The average caseload size for special education teachers is holding fairly flat at 25 students per teacher. (See Figure 6 on the page 10.) (Source: Child Count.)

Indicator 4: The number of special education graduates from Idaho colleges and universities has significantly declined:

Class of 2003 – 39 special education degrees granted
Class of 2002 – 112 special education degrees granted
Class of 2001 – 108 special education degrees granted

The gap between supply and need continues to grow. (Source: Educator Supply and Demand in Idaho.)

Fig. 4: Percentage of Fully Certified Staff
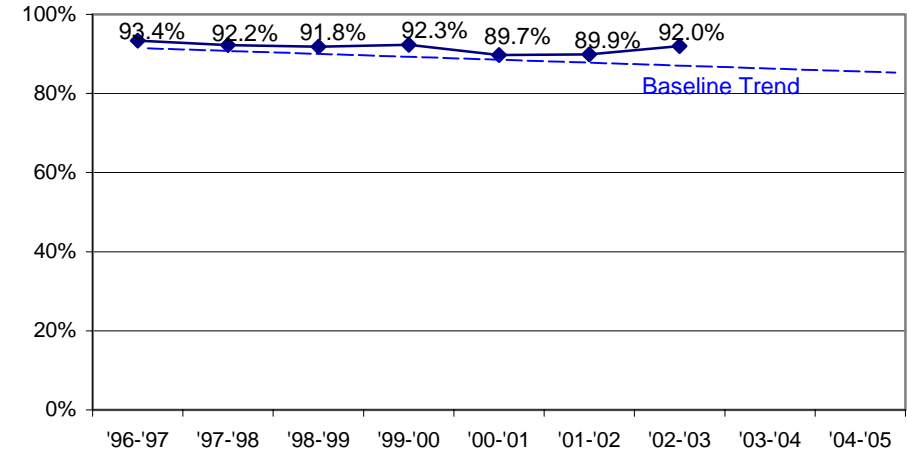
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Indicator 5: The average number of qualified applicants for special education teacher vacancies has been 2.2 over the past four years. However the number dropped to 1.6 for 01-02. (Source: Educator Supply and Demand in Idaho.)

2. Targets

Indicator 1: >90% fully certified special education personnel.

Indicator 2: >90% retention rate for special education teachers.

Indicator 3: Caseload size for special education teachers of <25.

Indicator 4: >60 special education graduates from Idaho colleges and universities.

Indicator 5: >2.0 applicants for special education positions.

3. Explanation of Progress or Slippage

Indicator 1: **Progress**. The target was met. 90% of special education personnel were fully certified. Progress is attributed to the following:
- Idaho enacted a rule in 2000 that requires personnel on emergency certification to complete a program toward certification within three years.
- This issue has been a focus during the monitoring process.

Indicator 2: **Progress**. The target was met. Retention of special education staff increased from 89.9% to 92.0%. Progress may be attributed to the following:
- The downturn of the economy and lack of other job opportunities.
- Districts initiated creative measures to recognize the workload special education teachers carry and to help them feel supported and valued.

Indicator 3: **Slippage**. The target was not met. Caseload size for special education teachers increased from 25 to 26 students per teacher. Due to a

Fig. 5: Retention of Special Education Teachers: Resource and Self-Contained
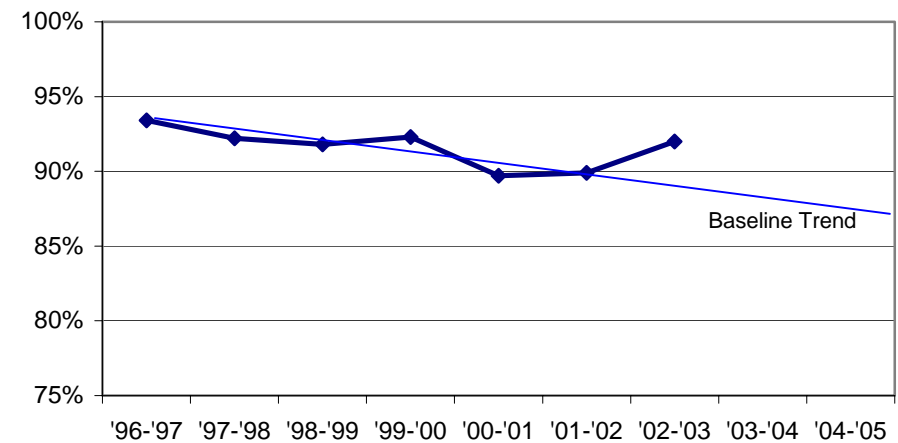
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negative economic climate the legislature reduced funding resulting in many districts eliminating positions.

Indicator 4: **Slippage**. The target was not met. Significantly fewer 2003 Idaho graduates took a degree in special education. Slippage has occurred despite the following:
- Scholarships funded by the State Improvement Grant have been awarded to 200 students over the past three years to encourage the pursuit of a degree in special education.
- See "Additional Information" below.

Indicator 5: During the past year there was a small increase in the average number of qualified applicants for special education teacher vacancies from 1.6 to 2.2.
- In January 2003 Idaho initiated an education employment web board for posting vacancies; this may have contributed to the improvement.
- See "Additional Information" beginning on this page.

Additional Information

All of the following activities occurred during 02-03:

The SDE conducted a survey to determine why teachers in special education left to take general education teaching jobs. Seventy-five teachers from across the state participated in the survey. The top two determining issues cited by teachers who left special education were (1) amount of paperwork and (2) size of caseload.

Data on Idaho's caseload sizes was researched and analyzed. Districts with the greatest opportunity for improvement were identified. Districts with the lowest resources accounted for 80% of caseloads over the target. A workgroup was convened to research workload formulas used by other states and propose a formula for Idaho. To raise public awareness more quickly, caseload data was published by district and is available online.

Fig. 6: Number of Students with Disabilities Ages 6-21 Per Teacher Providing Special Education in FTE
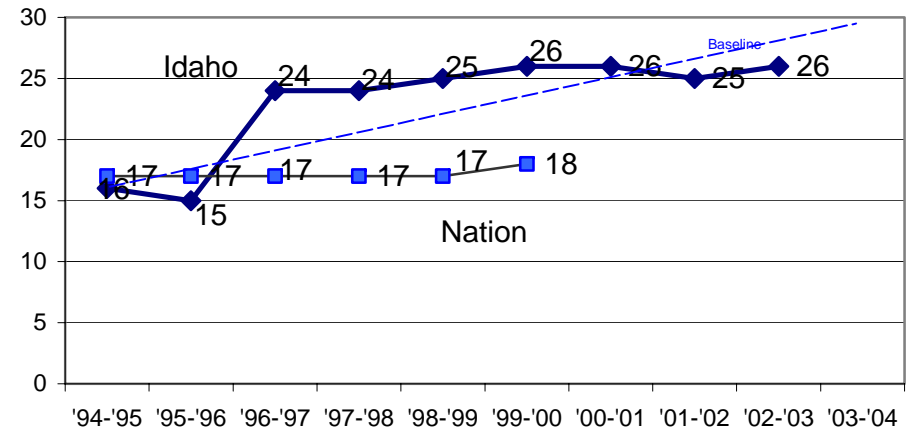
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The number of speech/language pathologists (SLP) who graduated in 2002 and 2003 were at record highs, although projections present a leaner picture for SLPs over the next three years. The number of Idaho graduates with degrees in Early Childhood Special Education was low in 2003; however, Idaho now has a blended Early Childhood/Early Childhood Special Education certification that allows graduates greater employment options. Several Idaho universities are offering coursework for this degree. In addition, BYU-Idaho (formerly Ricks College) will move to degree-granting status in education as soon as its program receives State approval; this is expected to add significantly to the number of graduates in this area. The number of graduates with degrees in Psychology has increased for three consecutive years and is projected to maintain this higher rate for the next three years. This was the first year since 1998-1999 that all school psychologists have been fully certified, and we expect this to continue.

Idaho has recently adopted expanded alternative routes into teacher certification. One of these targets paraprofessional advancement in teaching. In support of this Idaho is working on an articulation agreement between two-year and four-year programs.

Of the four types of positions most difficult to fill statewide, three were special education positions. In an attempt to make it easier for personnel to seek employment in Idaho, an employment website, www.idahoeducationjobs.com, has been created to process all teaching jobs and applications for the entire state. Using the website, a teacher may apply for every opening in the state by filling out only one application. As this site gains popularity, perhaps more out-of-state teachers will also find their way into Idaho.

4. Projected Targets

Indicator 1: >90% fully certified special education personnel.

Indicator 2: ≥90% retention rate for special education teachers.

Indicator 3: Caseload size for special education teachers <25.

Indicator 4: ≥60 special education graduates from Idaho colleges and universities.

Indicator 5: >2.2 applicants for special education positions.

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5. Future Activities	6. Projected Timelines	7. Projected Resources
• Collaborate with Idaho Association of School Administrators to propose a rule regarding case load sizes.	2004-2005	• CSPD Coordinator • SIG funding
• Develop an equitable funding formula that supports the districts with the lowest resources to lower caseloads.	2004-2005	• CSPD Coordinator • State Appropriations
• Use scholarships to encourage paraprofessionals to gain an Associate of Applied Science degree.	2004-2007	• CSPD Coordinator • SIG funding
• Provide funding in support of the alignment of courses and credit between all two-year and four-year higher education programs to encourage paraprofessionals to continue in teacher preparation programs.	2003-2004	• CSPD Coodinator • SIG funding
• Expand the Idaho Education Employment Website function to include a searchable database of potential candidates to fill vacancies.	2003-2004	• CSPD Coordinator • SIG funding

• For partner districts experiencing a high rate of personnel on emergency certification and a low retention rate, do the following:
  – Provide a database employee search tool
  – Train and provide new special education teacher coaches
  – Train administrators on research-based methods for the retention of personnel
	2004-2007	• CSPD Coordinator
		• SIG funding

• Reduce paperwork by adopting a statewide web-based tool for developing IEPs.	2004-2007	• CSPD Coordinator • SIG funding
• Train and provide coaches to targeted districts to equip special education personnel in effective instruction in reading and math.	2004-2007	• CSPD Coordinator • SIG funding
• Collaborate with a partnership of districts, higher education, and NWREL to apply for a transition to teaching grant.	2004	• CSPD Coordinator • SIG Funding
• Facilitate a meeting between higher education, district personnel and the SDE to clarify priorities in the preparation of personnel to address the needs of students with disabilities.	2004	• CSPD Coordinator • SIG funding

Note: Projected Targets, Future Activities and Projected Timelines and Resources (items 4-6 in this report) are for the NEXT reporting period, July 1, 2003, through June 30, 2004, and ongoing.

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Probe: GS.V	Do state procedures and practices ensure collecting and reporting of accurate and timely data?
State Goal:	Collect accurate and timely data to use in reports and decision-making *
Performance Indicator(s)	Indicator 1: District and State data reports Indicator 2: Timely submission of all Federal reports

1. Baseline/Trend Data

Indicator 1: Baseline is the annual report on performance indicators at the district and state level made available to LEAs and to the public. Each report includes 3 years of trend data.

Indicator 2: Baseline and trend show submission of all Federal reports by due dates.

2. Target

Indicator 1: 100% of District and State data reports updated by September annually, after data are cleaned and verified.

Indicator 2: 100% of Federal reports submitted by due dates

3. Explanation of Progress or Slippage

Indicator 1: **Progress:** 100% of data reports available to the public in September. Success is due to the following factors:
- Training of LEA data managers
- Training of district special education directors and staff on Child Count data elements
- A variety of data verification checks conducted at both the LEA and SEA levels
- Curious data red flagged and returned to LEAs for correction or verification

- Contracted temporary help to input and publish reports
- Computer services assistance in posting data on the State website
- Use of data for monitoring and improvement planning

Indicator 2: **Progress:** 100% of Federal reports were submitted by due dates. This is due to the following:
- Experienced, detail-oriented data manager
- Priority placed on timely submission
- LEA desire for accurate data when it becomes public information

Goal Summary

This area is a strength for Idaho. LEA personnel are trained annually on Child Count definitions and process. Data are subjected to a rigorous cleaning process and verification procedures. Data are made public on the State website for a variety of special education performance indicators and are used in monitoring special education programs.

4. Projected Targets

Indicator 1: 100% of District and State data reports available to the public in September.

Indicator 2: 100% of Federal reports submitted by due dates

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5. Future Activities	6. Projected Timelines	7. Projected Resources
• Continue developing District and State report data system	Sept. 2004	• Quality Assurance Coordinator • Data Manager • Part VI-B funds
• Continue developing data system for the Monitoring Decision Matrix	Sept. 2004	• Quality Assurance Coordinator • Data Manager • Part VI-B funds
• Monitoring work group meets to refine use of data in monitoring	May 2004	• Quality Assurance Coordinator • Regional consultants • Part VI-B funds

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Cluster Area II:	Early Childhood Transition
Question	Are all children eligible for Part B services receiving special education and related services by their third birthday?
State Goal	All children eligible for Part B services are receiving special education and related services by their third birthday.
Performance Indicator(s)	Indicator 1: The number of 3-year-old children on the Part B December 1 child count *and* the number of children transitioning from Part C to Part B Indicator 2: The number of children exiting Part C for whom Part B eligibility was not determined Indicator 3: The number of children, age 5, who are identified as Gifted and Talented

Fig. 5a. Number of 3-Year-Old Children on Dec. 1 Count and Transitioning From Part C
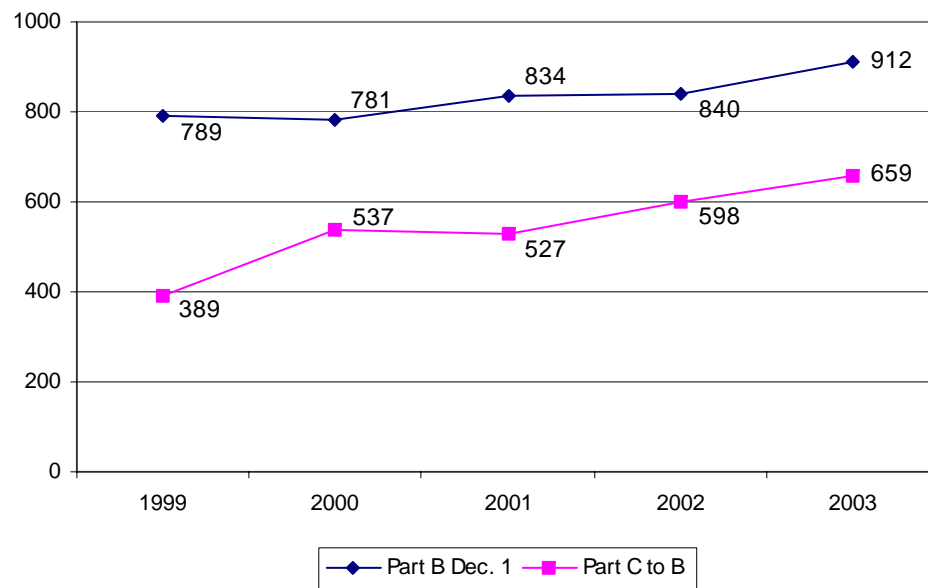
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Fig. 5b. Number of Five Year Olds
Identified as Gifted and Talented

1. Baseline/Trend Data

Indicator 1: Part B December 1 child count data indicates that the number of children receiving special education services by age 3 increased from 786 children in 1999 to 840 children in 2002. The number of Part C children transitioning to Part B preschools increased from 389 in 1999 to 659 in 2003. Both trends are increasing at a slow a steady rate. (See Figure 5.)
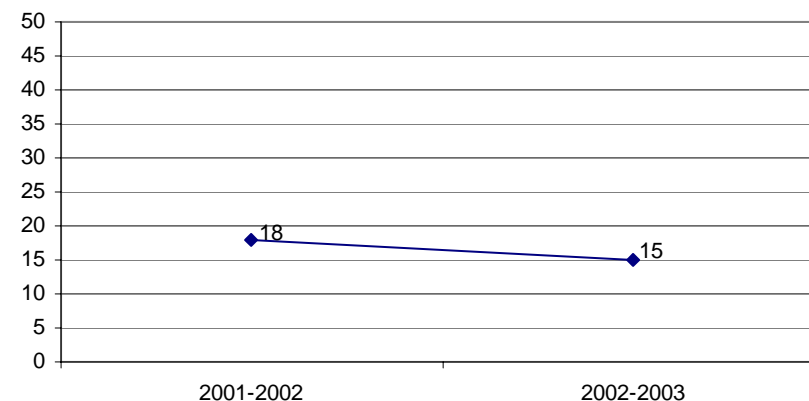
Indicator 2: Part C "exit reason" data indicates that the number of children exiting Part C whose eligibility was "undetermined" decreased from 170 children in 1999 to only 11 children in 2003. The trend is downward and favorable. (See Figure 6 on the next page.)

Indicator 3: 15 students were reported as Gifted and Talented at age 5 on the 2002 Child Count, down from 18 the prior year. (Figure 5b on the next page)

2. Targets

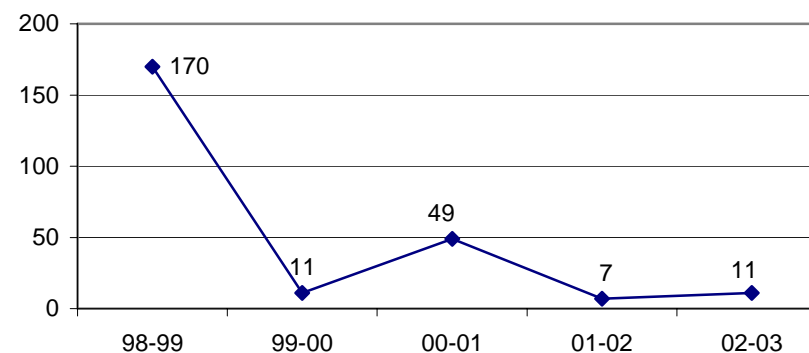- Indicator 1: Increase the number of 3-year-olds on the Part B December 1 child count *and* the number of children transitioning from Part C to Part B.
- Indicator 2: Decrease in the number of children exiting Part C for whom Part B eligibility was not determined
- Indicator 3: Establish baseline for G/T.

Fig. 6. Number of Children Exiting Part C For Whom Part B
Eligibility Was Undetermined

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3. Explanation of Progress or Slippage

Indicator 1: **Progress**. The target was met. Maintenance of the target is attributed to the following factors:
- Improved transition process from Part C to Part B services;
- Increases in the 3-5 population statewide.

Indicator 2: **Progress**. The target was met. Progress is attributed to the General Supervision Enhancement Grant, funded in 2002, which helped Idaho increase the number of children receiving services under Part C obtain a determination of Part B eligibility. Grant goals and activities focused on the following:
- Increased family involvement.
- Updated interagency agreements.
- Cross training of Part C, Part B preschool, Head Start, and service coordination agencies on all changes in Part B and C transition policies and procedures, and on the components of the new state interagency agreement and a protocol for local interagency agreements.

Indicator 3: **Progress.** Baseline established for Gifted & Talented students.

Additional Information:

Both Parts B and C agencies (Department of Education, Department of Health and Welfare) identified early childhood transition in their self-assessment and improvement plan projects. A General Supervision Enhancement grant was submitted for the years 2002-2003 to address components of the self-assessment. The project was designed to enhance the state's ability to carry out goals specific to the alignment of policies, procedures, and data systems across agencies necessary to early childhood and secondary transition services that lead to quality outcomes for children and youth.

Over the grant period, Part B and C agencies, with input from a multi-agency stakeholder group, accomplished the following:
- Developed a shared transition section for the *Idaho Special Education Manual* and the *Idaho Infant Toddler Manual*.
- Developed and implemented a shared inservice and preservice training module and cross-trained school, agency and service coordination personnel in 7 locations across the state.
- Developed a measuring tool for relationship development and measured current status after these training opportunities.
- Developed and disseminated a Parent Guide to Transition to all training participants
- Developed and implemented a cross-agency data system (TARTIR) to track transition at both the early childhood and secondary transition levels, and other outcomes.
- Began to address cultural sensitivity by meeting with local tribal and migrant groups to determine local goals for enhancing understanding and relationship building.

Goal Summary

The Departments of Health and Welfare and Education have increased the efficiency of child find efforts to locate and provide services to Part B eligible children to the expected number (about 3% of all children ages 3-5.). The number of children exiting Part C service, determined eligible for Part B services, and transferred to Part B has steadily increased, while the number of children whose eligibility was "undetermined" at age 3 has decreased to 11 children in 2003.

4. Projected Targets

Indicator 1: Maintain the number of 3-5 year old children in Part B services at 3% of all 3-5 year olds included in the Idaho census.
Indicator 2: 100% children exiting Part C for whom eligibility is undetermined.
Indicator 3: >18 students age 5 identified as G/T

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5. Future Activities	6. Projected Timelines	7. Projected Resources
• Data development: – Calculate and track the number of disputes regarding eligibility for Part B services for children 3-5 years of age.	Annually	• Dispute Resolution Specialist • Monitoring Specialist

• Data development:
  – Improve Part B monitoring parent surveys to include satisfaction with the transition process.
  – Disaggregate satisfaction data by age and disability category.
	Fall 2004	• Dispute Resolution Specialist
		• Monitoring Specialist

• Monitor local interagency agreements. • Add interview data during monitoring to include how local interagency agreements are working.	October, annually	• VI-B applications
• Review disputes in early childhood for issues in the transition process.	October, annually	• Dispute database
• Summarize results of local tribal and migrant multicultural sensitivity meetings. • Develop a plan to address training and support for enhanced local and state participation by tribal and migrant entities in planning and implementation groups.	Spring 2004	• Local meeting notes • NECTAC • MECCT training modules
• Increase the number of primary grade students identified as gifted and talented	Fall 2005	• Regional Consultants
• Communicate with district personnel on maintaining an accurate Child Count, including placing information on correctly reporting students on the G/T website and notifying G/T personnel of planned workshops for the correct reporting of students.	Fall 2004	• G/T Coordinator

Note: Projected Targets, Future Activities and Projected Timelines and Resources (items 4-6 in this report) are for the NEXT reporting period, July 1, 2003, through June 30, 2004, and ongoing.

TABLE
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Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Cluster Area III:	Parent Involvement
Question	Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?
State Goal	Idaho will include stakeholders in the decision-making process at all levels* (individual, building, district and state) to ensure improved outcomes for students with disabilities.
Performance Indicator(s)	Indicator 1: Percentage of parents/guardians who report attending their child's last IEP meeting. Indicator 2: Percentage of parents/guardians who report being actively or very actively involved in the eligibility decision for their child.

1. Baseline/Trend Data

Indicator 1: Idaho interviews 10% of the parents from each school district. In 01-02 a baseline of 88% of the parents indicated attendance at the last IEP meeting. During 02-03 this increased to 91% attendance rate. (See Figure 9) (Source: Parent Interview Annual Summary.)

Indicator 2: Idaho interviews 10% of the parents from each school district. In 00-01 a baseline of 69% of parents indicated at least active participation in the eligibility decision for their child. The trend has been an increase in the parent participation. (See Figure 10 on the next page.) (Source: Parent Interview Annual Summary).

2. Targets

 Indicator 1: 90% of parents report attending their child's last IEP meeting.

 Indicator 2: 80% of parents report participation in the eligibility decision.

3. Explanation of Progress or Slippage

Indicator 1: **Progress**. The target was met. Progress is attributed to feedback districts received both as a result of the monitoring process and from the findings in child count verification.

Fig. 9: Parents Interviewed Who Reported Attending Their Child's Last IEP Meeting
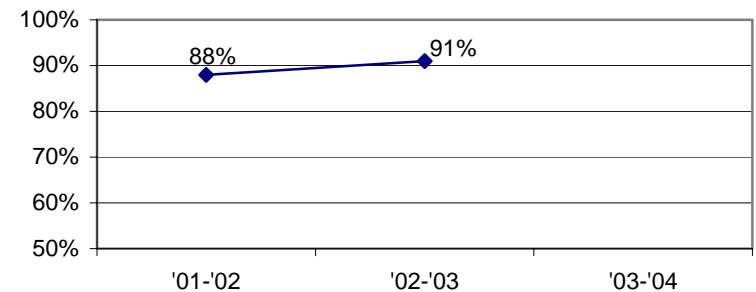
APR/SUBMISSION REQUIREMENTS: 2002-2003

TABLE
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Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Indicator 2: **Progress**. The target was met. Progress is attributed to feedback districts received during the monitoring process.

Goal Summary

Considering all indicators together, there has been significant progress toward the goal.

Additional information

Parent Survey: Using the Parent Teacher Association (PTA) national standards for parent/family involvement based on research by Joyce Epstein, Idaho's parent training organization—Idaho Parents Unlimited—was contracted to conduct a statewide relationship survey of parents of students with disabilities, rating their relationship with schools and identifying barriers. Areas of relative strength include parent involvement in student learning, volunteering, and school-home communication. The area of greatest need is collaboration with community. For all areas, barriers were identified and strategies were proposed to address them. These items will be incorporated into parent interviews conducted as part of the Continuous Improvement Monitoring Process and used by districts to plan improvement. (See Table 5 on the next page.)

4. Projected Targets

Indicator 1: 90% of parents report attending their child's last IEP meeting.

Indicator 2: 83% of parents report participation in the eligibility decision.

Fig. 10: Parents Report Feeling Actively or Very Actively Involved in Eligibility Decisions
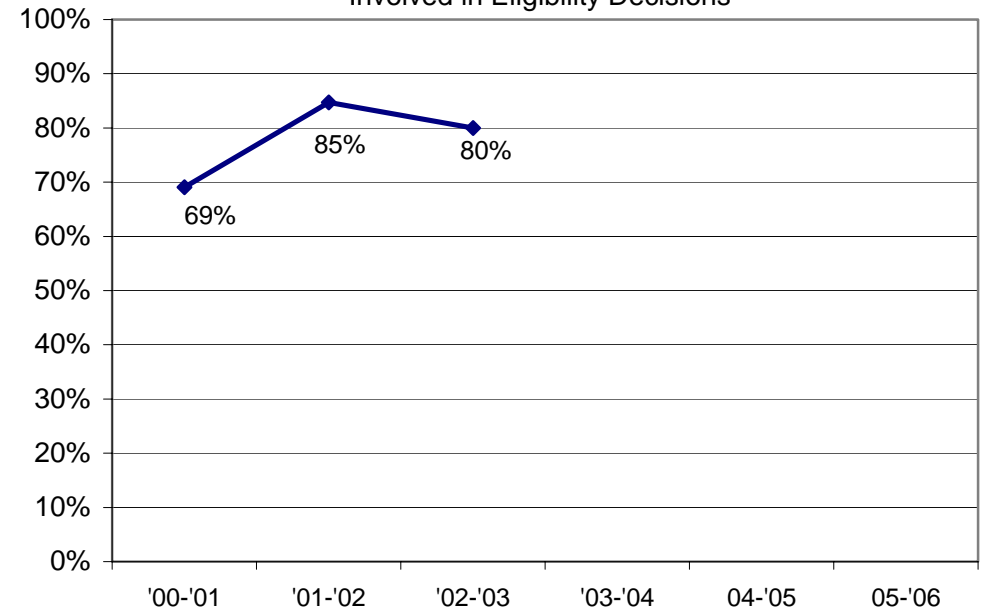
TABLE
Part B Annual Performance Report
Status of Program Performance
Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Table 4: Parent and Family Involvement Survey Results

Type of Involvement	Barriers
Communication: Communication between home and school is regular, two-way, respectful and meaningful.	Time. School to home communication is often related to negative situations. Parents are not aware of the channels of communication.
Parenting: Parenting skills are promoted and supported.	Parenting classes do not address needs of students with disabilities.
Student Learning: Parents are encouraged to play an integral role in assisting student learning.	Lack of collaboration between school and parents.
Volunteering: Parents are welcome in the school, and their support and assistance are sought.	Lack of awareness of opportunities.
School Decision Making & Advocacy: Parents are full partners in the decisions that affect children and families (valued and listened to).	Parents lack a feeling of empowerment.
Collaboration with Community: Community resources are used to strengthen schools, families, and student learning. Resources are maximized and shared equitably.	Lack of awareness and information about community resources that may be available.
Services: Children and youth with disabilities and their families receive appropriate services that are individualized and which result in positive experiences and outcomes.	Parents are not aware of the available services. Rural areas have limited services.

TABLE
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Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

5. Future Activities	6. Projected Timelines	7. Projected Resources
• Continue to conduct annual parent involvement surveys in conjunction with the continuous improvement monitoring process.	Begin with March 2004 self-assessment group and continuing annually.	• SDE Monitoring Personnel • Part VI-B funding
• Continue to track the number of complaints and hearings filed by parents and the total number of issues.	Annually for each school year	• Dispute Resolution Coordinator
• Continue to offer training (or support Idaho Parents Unlimited in offering training) to increase parent awareness of their involvement in the special education process. • Continue to collaborate with Idaho Parents Unlimited in parent training efforts regarding the following: – IEP participation – Eligibility decision making – Communication/working relationships to reduce disputes • Provide an annual parent training conference through collaboration between SDE and Idaho Parents Unlimited.	June 2004 Training Plan	• SDE staff • Regional Consultants • Part VI-B and SIG funding
• Focus on increasing parent involvement by parents of Hispanic and American Indian students with disabilities by the following means: – Recruit minority parents to fill vacancies on the Special Education Advisory Panel. – In partnership with Idaho Parent Teachers Association, Idaho Parents Unlimited, American Indian Families Together Parent Center, and the Hispanic Community Parent Resource Center, provide information and joint training on (a) response to intervention and partner's role on school intervention teams, (b) research-based reading and math and parent involvement to support instruction and (c) parents' role in fostering self-determination in support of transition to post-school success.	Annually	• CSPD/SIG Coordinator • Part VI-B and SIG funding

TABLE
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Cluster Area IV:	**Free Appropriate Public Education in the Least Restrictive Environment**
Question	Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?
Probe: BF.I	Is the percentage of children with disabilities, receiving special education, by race/ethnicity, comparable to the percentage of children, by race/ethnicity, in the general population; and are their educational environments and disability categories comparable with national data?
State Goals	Appropriately identify and serve students of all races/ethnicities or cultures in both Special Education and Gifted and Talented programs.*
Performance Indicator(s)	Indicator 1: Data from monitoring process indicate that LEAs are determining students eligible in compliance with IDEA.

1. Baseline/Trend Data

The overall special education program trend in identification has improved for all race/ethnicity groups over the past three years. (See Table 6.)

Idaho utilizes the E-formula handed down by the Ninth U.S. Circuit Court of Appeals in the *Larry P.* case regarding the over-identification of Blacks in California. The E-formula is applied to determine significant over- or under-representation: $E = A + Sqrt [A * (100-A)/N]$.

$E =$ Maximum percentage of the total special education enrollment allowed for a specific ethnic minority group
$A =$ Percentage of the same ethnic minority group enrolled in public schools in the State
$N =$ The total special education enrollment in the State

The strength of this formula is that it takes into account the size of the population and adjusts the statistical error range based on size of the number, allowing for a smaller error range with large numbers and a larger error range when numbers are small. Based on the E-formula, these results indicate how the number of students identified relates to the statistically expected range, i.e., over/under the statistically expected range, with "OK" meaning it fell within the statistically expected range. Idaho has elected to use the E-formula because it is legally defensible within the Ninth Circuit.

Table 5: Racial/Ethnic Representation in Idaho Sp. Ed. Programs

Special Education	2000-2001	2001-2002	2002-2003	**Trend**
Asian	Under 175	Under 194	Under 158	Improving
Black	OK	Over 6	OK	Improving
Hispanic	Over 246	Over 249	Over 152	Improving
Am. Indian	Over 194	Over 201	Over 73	Improving
White	Under 251	Under 200	Under 33	Improving
Gifted & Talented	2000-2001	2001-2002	2002-2003	**Trend**
Asian	OK	OK	Over 6	Slipping
Black	Under 45	Under 58	Under 54	Slipping
Hispanic	Under 672	Under 831	Under 843	Slipping
Am. Indian	Under 110	Under 120	Under 120	Slipping
White	Over 836	Over 1,026	Over 1,014	Slipping

TABLE
Part B Annual Performance Report
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Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

2. Targets:

Special Education
Indicator 1: 100% of identified compliance issues regarding policies, procedures, and practices remedied within one year.
Gifted and Talented
Indicator 1: Establish baseline

3. Explanation of Progress or Slippage:

Special Education
Indicator 1:
Progress. Idaho is showing progress in appropriately identifying culturally diverse students who have a disability with 100% of compliance issues in this area being corrected within one year.
- Work of the Hispanic task force in drafting guidance
- American Indian task force work.
- Training on culturally appropriate assessment procedures
- Joint training by the SDE Migrant Coordinator and the SDE Bureau of Special Education on effective teaching strategies for second language learners.

Gifted & Talented
Progress. Baseline established.

Goal Summary:
- Idaho has a monitoring system in place to review district policies, procedures, and practices to ensure appropriate identification of students with disabilities.
- Data show that minorities are under-represented across the state in G/T programs.

4. Projected Targets:

Special Education
100% of identified compliance issues regarding policies, procedures, and practices will be remedied within one year.

Gifted and Talented
Increase in number of districts using culturally appropriate assessments for G/T identification as measured by an increase in identification of minorities.

Table 6: Trends

Hispanics	1999-2000	2000-2001	2001-2002	2002-2003	Trend
Learning Disability	Over 149	Over 101	Over 105	Over 80	Improving
Cognitive Impairment	Over 117	Over 90	Over 87	Over 62	Improving
Language Impairment	Over 169	Over 198	Over 195	Over 223	**Slipping**
Developmental Delay	Over 151	Over 167	Over 135	Over 98	Improving
Gen. Ed. >80% of Day	Under 72	Under 123	Under 45	Under 86	**Slipping**
American Indians					
Learning Disability	Over 159	Over 168	Over 181	Over 105	Improving
Cognitive Impairment	Over 22	Over 6	Over 3	Over 1	Improving
Blacks					
Developmental Delay	Over 10	Over 8	Over 6	Over 11	**Slipping**

TABLE
Part B Annual Performance Report
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Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Table 7: Disproportionality Statistics by Disability for 2002-2003

Disability	Asian	Black	Hispanic	Am. Indian	White
Learning Disability	Under 92	OK	**Over 80**	**Over 105**	Under 91
Cognitive Impairment	Under 9	OK	**Over 62**	Over 1	Under 55
Speech Impairment	Under 1	Under 10	Under 161	Under 23	Over 209
Language Impairment	OK	OK	**Over 223**	Under 4	Under 212
Emotional Disturbance	Under 8	OK	Under 57	OK	Over 62
Health Impairment	Under 6	OK	Under 85	OK	Over 85
Orthopedic Impairment	OK	Under 1	OK	OK	OK
Deaf	OK	OK	Under 3	OK	OK
Hard of Hearing	OK	OK	OK	OK	OK
Visual Impairment	OK	Under 1	Under 2	Under 1	Over 3
Deaf/Blindness	OK	OK	OK	OK	Under 2
Multiple Disabilities	Under 1	OK	Under 4	OK	Over 2
Developmental Delay	Under 19	**Over 11**	**Over 98**	OK	Under 93
Autism	OK	Over 2	Under 29	OK	Over 23
TBI	OK	OK	OK	OK	OK

Table 8: Disproportionality Statistics by Service Location for 2002-2003

	Asian	Black	Hispanic	Am Indian	White
Outside Reg Class >60%	Under 5	OK	Under 5	OK	Over 7
Public Separate School	OK	OK	Under 3	Over 4	OK
Private Separate School	OK	OK	OK	OK	OK
Public Residential	OK	OK	Over 3	OK	Under 6
Private Residential	OK	OK	OK	OK	OK
Home/Hospital	OK	OK	Under 1	OK	OK

Table 9: Number of Students of All Race/Ethnicities Identified with Emotional Disturbance

	99-00	00-01	01-02	02-03	Trend
All Races/Ethnicities	753	819	935	1,064	Improving

TABLE
Part B Annual Performance Report
Status of Program Performance
Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

5. Future Activities	6. Projected Timelines	7. Projected Resources
• Provide training on appropriate identification procedures for culturally diverse students for both special education and gifted and talented.	Fall 2004	• Quality Assurance Coordinator • Hispanic Task Force • Part VI-B funds
• Post on-demand disproportionality training on the Idaho Training Clearinghouse website for both special education and gifted and talented.	Fall 2004	• Quality Assurance Coordinator • SIG and Part VI-B funds
• Explore technology that may increase the capacity of our small staff to offer training for both special education and gifted and talented..	Winter 2004	• Bureau Chief • Quality Assurance Coordinator • SIG and Part VI-B funds
• Work with districts with large minority populations on revising G/T District Plans to reflect multiple criteria for identification.	Fall 2004	• G/T Specialist • G/T funds
• Communicate with districts on the need for adding culturally non-biased and non-verbal assessments to the criteria for screening.	Fall 2004	• G/T Specialist • G/T funds

Note: Projected Targets, Future Activities and Projected Timelines and Resources (items 4-6 in this report) are for the NEXT reporting period, July 1, 2003, through June 30, 2004, and ongoing.

TABLE
Part B Annual Performance Report
Status of Program Performance
Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Probe: BF.II	Are high school graduation rates and drop-out rates for children with disabilities comparable to graduation rates and drop-out rates for nondisabled children?
State Goals	• Increase the graduation rate.* • Decrease the dropout rate.*
Performance Indicator(s)	Indicator 1: Dropout rate. Indicator 2: Graduation rate.

TABLE
Part B Annual Performance Report
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Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

1. Baseline/Trend Data

Indicator 1: During the initial 3-year baseline, the dropout trend was increasing. With efforts targeted to this area, the dropout trend "turned the curve" and is now decreasing. (See Figure 11)

Indicator 2: Trend is slightly upward. (See Figure 12)

Note: The most recent special education graduation and dropout rate is for the year 2001-2002 because the data source is the December 1 Child Count. Information on the Class of 2003 has been submitted by the LEAs but is still in the cleaning and verification process at this time.

2. Targets

Indicator 1: 5.5% dropout rate.

Indicator 2: 73.8% graduation rate.

3. Explanation of Progress or Slippage

Indicators 1 and 2: **Progress**. Both the graduation and dropout targets were exceeded. The dropout rate met and exceeded the general education rate. This success is attributed to:
- Interventions employed by districts as part of the monitoring process.
- Public data reporting increased LEA motivation to accurately report data.

Goal Summary

Dropout rates for students with disabilities is less than the rate for all students. Graduation rates for students with disabilities lags behind the rate for all students by 18%.

4. Projected Targets

Indicator 1: Maintain ≤5.12% dropout rate.

Indicator 2: >74.6% graduation rate.

Fig. 11: Idaho Statewide Dropout Rate
Students Ages 14-21 in Special Education

Goal: 5.12% (Dropout Rate for All Students in Grades 9-12 during baseline)
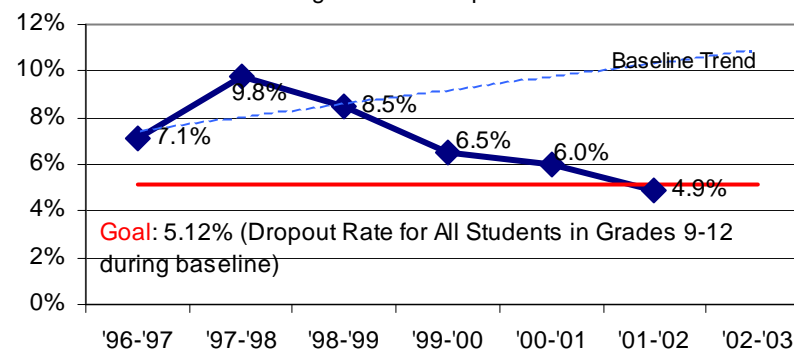
Fig. 12: Graduation Rates for Sp. Ed. Seniors in Idaho

TABLE
Part B Annual Performance Report
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Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

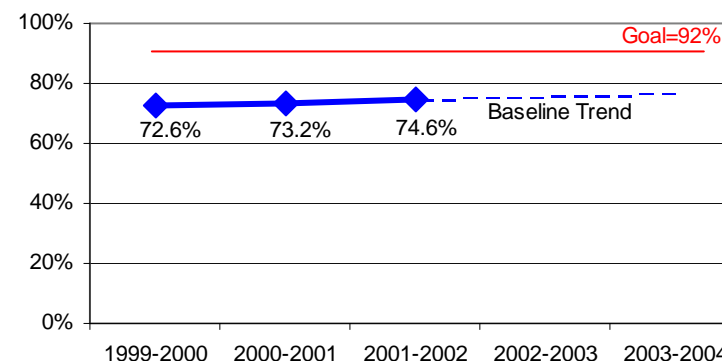| 5. Future Activities	6. Projected Timelines	7. Projected Resources
• Complete data development project concerning NCLB graduation rate.	June 2004	• Quality Assurance Coordinator • Part VI-B funds
• Develop strategies, as needed, based on the new graduation rate formula and the gap between general education and special education graduates.	June 2004	• Quality Assurance Coordinator • Part VI-B funds
• Continue working with the Idaho Student Information Management System (ISIMS) project to create a student-level database for quicker access to graduation and dropout information.	Ongoing Completion expected in 2007	• Quality Assurance Coordinator • Part VI-B funds

Note: Projected Targets, Future Activities and Projected Timelines and Resources (items 4-6 in this report) are for the NEXT reporting period, July 1, 2003, through June 30, 2004, and ongoing.

TABLE
Part B Annual Performance Report
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Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Probe: BF.III	Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for non-disabled children within the agencies?
State Goal	Monitor and maintain low rate of special education students suspended/expelled for more than 10 days.*
Performance Indicator(s)	Suspension/Expulsion Rate

1. Baseline/Trend Data

The trend is very low compared to the national average of 1.12%. (See Figure 13.)

2. Target

Maintain <1% students with disabilities suspended or expelled more than 10 days per year.

3. Explanation of Progress or Slippage

Progress. Target exceeded, dropping from 0.39% to 0.25%, well below the maintenance goal of <1%. This may be due to the following:
- SDE funded Positive Behavior Supports (PBS) Project through the University of Idaho for the fourth year.
- Districts are encouraged to access PBS services to problem-solve about a particular student's behavior.
- LEA training regarding proactively addressing student behaviors.
- Monitoring activities related to IEPs addressing student behaviors that impede either the student's education or that of others.
- Parent interview data that verifies the presence or absence of behavior interventions in LEAs.

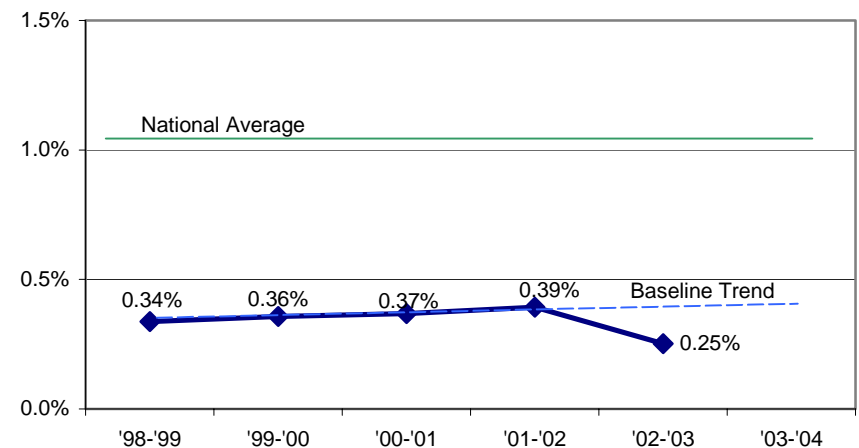### Goal Summary

Idaho is doing exceptionally well on this goal.

4. Projected Targets

Maintain suspensions/expulsions <1%

Fig. 13: Percentage of Idaho Special Education Students Suspended or Expelled More Than Ten Days in a School Year

TABLE
Part B Annual Performance Report
Status of Program Performance
Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

5. Future Activities	6. Projected Timelines	7. Projected Resources
• Continue working with ISIMS and Safe Schools to create a directly comparable data system.	Spring 2005	• Quality Assurance Coordinator • Part VI-B funds
• Continue funding the PBS project to provide support to schools to proactively deal with student behaviors.	Ongoing	• Contract with the University of Idaho • Part VI-B funds

Note: Projected Targets, Future Activities and Projected Timelines and Resources (items 4-6 in this report) are for the NEXT reporting period, July 1, 2003, through June 30, 2004, and ongoing.

TABLE
Part B Annual Performance Report
Status of Program Performance
Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Probe: BF.IV	Do performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?
State Goal	Participation and performance of students with disabilities on statewide assessments.*
Performance Indicator(s)	Indicator 1: Idaho Standards Achievement Test (ISAT) participation for students with disabilities. Indicator 2: ISAT performance at proficient or advanced level

1. Baseline/Trend Data

Indicator 1: This is the first year this test was given. Participation rates are very high. (See Table 10.1.)

Indicator 2: This is the first year this test was given. No performance trend exists for this test. (See Table 10.2.)

2. Targets

Indicator 1: 95% participation for all grades.

Indicator 2: Establish baseline.

3. Explanation of Progress or Slippage

Indicator 1: **Progress**. Target exceeded. The following factors influenced progress:
- NCLB consequences motivated general educators to take an active role in ensuring that all students participated.
- Public reporting of special education participation rates.
- Monitoring activities targeted test participation for improvement in many districts.
- Training on accommodations.

Indicator 2: **Progress**. Target met. Baseline established.

Table 10.1: Test Participation for 2002-2003

	Reading	**Math**
4th Grade	99%	99%
8th Grade	98%	99%
10th Grade	97%	97%

Table 10.2: Test Performance for 2002-2003

	Reading (at or above proficient)	**Math** (at or above proficient)
4th Grade	34%	43%
8th Grade	26%	10%
10th Grade	23%	19%
Gap from Gen Ed	**Reading Gap**	**Math Gap**
4th Grade	45	37
8th Grade	52	47
10th Grade	55	55

TABLE
Part B Annual Performance Report
Status of Program Performance
Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

4. Projected Targets

Indicator 1: Maintain ≥95% participation.

Indicator 2:

	Reading (at or above proficient)	**Math**
4th Grade	>34%	>43%
8th Grade	>26%	>10%
10th Grade	>23%	>19%

5. Future Activities	**6. Projected Timelines**	**7. Projected Resources**
• Continue working with the Math and Science Partnership to identify effective math interventions.	September 2004	• Bureau Chief
• Provide math and science intervention training statewide for special education teachers.	April 2005	• Regional Consultants • Part VI-B funds
• Collaborate at the State level with the Idaho Reading Initiative and Reading First to identify effective reading interventions.	September 2004	• Bureau Chief • Early Intervention Specialist
• Provide core reading interventions training statewide for special education teachers.	April 2005	• Regional Consultants • Early Intervention Specialist • Part VI-B funds
• Target districts with low test performance for focus monitoring and interventions.	2004-2005	• Quality Assurance Coordinator

Note: Projected Targets, Future Activities and Projected Timelines and Resources (items 4-6 in this report) are for the NEXT reporting period, July 1, 2003, through June 30, 2004, and ongoing.

TABLE
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Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Probe: BF.V	Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?
State Goal	Educate all students in the least restrictive environment while maintaining a full continuum of services.*
Performance Indicator(s)	Indicator 1: Inclusion rates for students ages 6-21. Indicator 2: Inclusion rates for students ages 3-5.

1. Baseline/Trend Data

Indicator 1: Idaho is well above the national average for educating special education students ages 6-21 in general education classrooms for more than 80% of the school day. The trend has remained steady for five years. (See Figure 14)

Indicator 2: For students ages 3-5, education in natural settings is rising gradually. (See Figure 15 on the next page.)

2. Targets

Indicator 1: Maintain ≥ 60% of students ages 6-21 educated >80% in general education classrooms.

Indicator 2: >17% of children ages 3-5 educated in natural settings.

3. Explanation of Progress or Slippage

Indicator 1: **Progress**. Target exceeded by 2%.
Contributing factors are:
- Accepting attitudes of general education teachers and administrators toward students with disabilities.
- Data reports by district making this information publicly available.
- Monitoring against this data indicator.

Indicator 2: **Progress**. Target exceeded by 14%.
Contributing factors are:
- Training on data reporting definitions.

Fig. 14
Fig. 13. Special Education Students Ages 6-21 Educated in General Education Classrooms >80% of the School Day
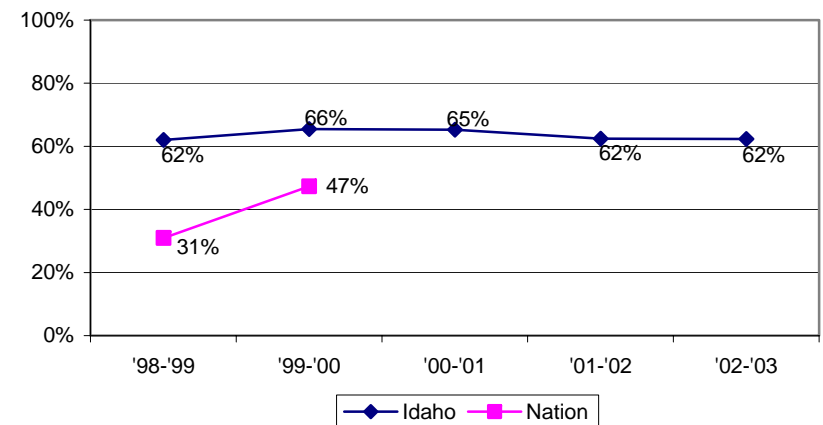
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Part B Annual Performance Report
Status of Program Performance
Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

- Additional Child Count verification procedures added for ages 3-5.
- Monitoring activities targeting preschool LRE.

Goal Summary

Idaho school-age students are far more likely to be educated in the regular education setting than are similar students across the nation. In spite of recent gains, preschool students still lag behind their national counterparts regarding education in natural settings. Since Idaho is largely a rural state with some very remote areas, there is a lack of programs available to the general population of children ages 3-5. This creates challenges in integrating students with disabilities into programs created for typical children when these programs are scarce or non-existent.

4. Projected Targets

Indicator 1: Maintain ≥60% of students ages 6-21 in general education settings >80% of the school day.

Indicator 2: >31% of children ages 3-5 educated in natural environments.

Fig. 15   Students Ages 3-5 Served in Natural Settings
Early Childhood Center, Regular Kdgn, Home

5. Future Activities	6. Projected Timelines	7. Projected Resources
• Continue to make data reports public . • Continue to assist LEAs in using data reports in improvement planning.	Ongoing	• Regional Consultants • Quality Assurance Coordinator • Part VI-B funds

Note: Projected Targets, Future Activities and Projected Timelines and Resources (items 4-6 in this report) are for the NEXT reporting period, July 1, 2003, through June 30, 2004, and ongoing.

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TABLE
Part B Annual Performance Report
Status of Program Performance
Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Probe: BF.VI	Are the early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving?
State Goal	Children will enter school with pre-literacy skills and ready to learn.*
Performance Indicator(s)	Percentage of 3-5 year olds who receive special education services who score "at age level" scores on the Pre-Kindergarten Idaho Reading Indicator .

1. Baseline/Trend Data

Early Language/Communication: No process or instruments exist to evaluate early language/communication of preschoolers.

Pre-reading: The Pre-K Idaho Reading Indicator (IRI) assesses pre-literacy skills. The assessment was not required during 2002-2003 and results from optional assessments were not collected. Data will be available for 2003-2004 when this becomes a required assessment.

Social-Emotional Skills: No process or instruments exist to evaluate social-emotional skills of preschoolers.

2. Targets

Targets will be determined after the collection of baseline data.

3. Explanation of Progress or Slippage

There are no mandated pre-kindergarten general education programs in Idaho at this time. Kindergarten is not required under Idaho law. Thus, there have been no statewide assessment requirements at the preschool level.

In 1998 Idaho contracted with Waterford to develop a pre-kindergarten literacy screener that would align with the K-12 Idaho Standards for Excellence and the K-3 Idaho Reading Indicator (IRI). This contract was funded by the Bureau of Special Education and was offered as an option to special education preschool teachers and Even Start teachers (Title 1). We are hopeful this tool will help

answer the question in this cluster.

Goal Summary

Idaho is ahead of many other states in being able to gather data on early language/communication and pre-reading skills of preschool children with disabilities receiving special education; the Idaho Pre-K Reading Indicator has already been developed and is already being used by some preschool programs. More development will be needed to measure social-emotional skills of preschoolers in special education.

4. Projected Targets

Indicator 1: Establish a process to measure early language/communication skills of preschoolers.

Indicator 2: Establish a baseline for the Pre-K Idaho Reading Indicator.

Indicator 3: Establish a process to measure social-emotional skills of preschoolers.

TABLE
Part B Annual Performance Report
Status of Program Performance
Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

5. Future Activities	6. Projected Timelines	7. Projected Resources
• Convene a stakeholder group of special education preschool personnel, Head Start and Idaho STARS to determine a focus for a "readiness assessment" of early language/communication, pre-reading, and social-emotional skills of preschool children with disabilities receiving special education and related services.	Fall 2004	• Head Start • Idaho STARS • SDE Even Start • Reading First • Reading Coordinators
• Review and adopt a "readiness assessment" and revise Pre-K IRI or adopt an alternate early literacy assessment. • Develop a system that includes data entry, management and analysis of the assessments.	Spring 2005 Fall 2005	• Head Start • Idaho STARS • SDE Even Start • Reading First • Reading Coordinators
• Cross train early intervention personnel.	Fall 2005	• Head Start • Idaho STARS • SDE Even Start • Reading First • Reading Coordinators

Note: Projected Targets, Future Activities and Projected Timelines and Resources (items 4-6 in this report) are for the NEXT reporting period, July 1, 2003, through June 30, 2004, and ongoing.

TABLE
Part B Annual Performance Report
Status of Program Performance
Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Cluster Area V:	Secondary Transition
Question	Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?
State Goal	Improve post-school outcomes for youth with disabilities to reflect participation in post-school activities, including post-secondary education and employment. *
Performance Indicator(s)	Indicator 1: Percentage of youth with disabilities attending post-secondary programs (4-year, 2-year and vocational-technical) compared to all high school graduates. Indicator 2: Percentage of youth with disabilities working one year after graduation compared to all youth 16 to 21 years of age. Indicator 3: Percentage of youth with disabilities reporting average or above average involvement in their IEP development, including transition planning. Indicator 4: Percentage of youth with disabilities reporting that their high school connected them to a job, college or community agency such as Vocational Rehabilitation. Note: The Idaho Post School Outcome Survey is a project that surveys all students receiving special education services regarding their high school and post-school experiences. Surveys are conducted within the month preceding graduation using the Senior Exit Survey, as well as one, three and five years following graduation. Data collection began with the 2000 Class and continues.

1. Baseline/Trend Data

Indicator 1: Graduates with disabilities enroll in post-secondary education at a rate of less than half that of all graduates The percentage of students enrolling in post-secondary education decreased by 6% from the class of 2000 to the class of 2001 followed by a slight increase of 1.5% for the class of 2002. The trend continues to show a wide gap between graduates with disabilities and all graduates regarding post-secondary education. (See Figure 15.) (Source: Idaho High School Graduates Report, Idaho State Board of Education; Idaho Post School Outcome Survey, Bureau of Special Education.)

Indicator 2: The three-year trend shows a decrease in the number of youth with disabilities employed within one year of leaving high school. (See Figure 16 on the next page.) Further, youth with disabilities continue to have a lower employment rate (58.5% for the 2002 Class) than other groups: 87.3% projected

Fig. 15: Postsecondary Enrollment

Legend: ☐ Graduates w/ Disabilities ■ All Graduates

Data:
- 2000 Class: Graduates w/ Disabilities 24.5, All Graduates 47.8
- 2001 Class: Graduates w/ Disabilities 18.4, All Graduates 47.6
- 2002 Class: Graduates w/ Disabilities 20, All Graduates 48

TABLE
Part B Annual Performance Report
Status of Program Performance
Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.
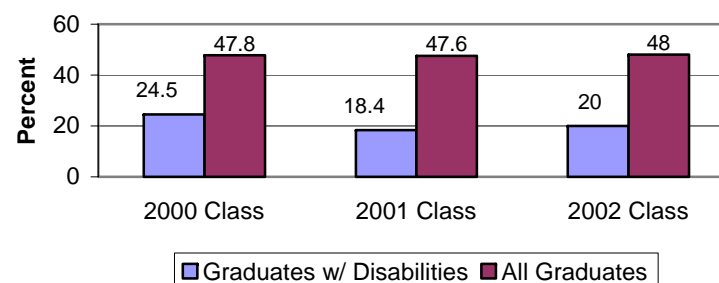
employment rate for all youth 16 to 21 years of age during 2003 and 94.4% overall employment rate for Idaho. (Sources: Idaho Post School Outcome Survey: One-Year Follow-up, Bureau of Special Education; Idaho Department of Labor.)

Indicator 3: Ninety-two percent of both the 2002 Class and the 2003 Class reported average or above average involvement in the development of their IEP, including transition planning. (Source: Post School Outcome Survey: Senior Exit, Bureau of Special Education.)

Indicator 4: Data collected over the past three years established a relatively flat trend line with 75% of 2000 Class, 76% of 2001 Class and 74% of 2002 Class reporting that their high school connected them to employment, college or community agency such as vocational rehabilitation. (Source: Post School Outcome Survey: Senior Exit, Bureau of Special Education.)

2. Targets

Indicator 1: This is a new indicator has just been established. A target has been set for the next reporting period.

Indicator 2: This is a new indicator and baseline has just been established. A target has been set for the next reporting period.

Indicator 3: This indicator was reported last year for the first time. A baseline of 92% has been established. No target was set at that time. A target has been set for the next reporting period.

Indicator 4: This is a new indicator and baseline of has just been established. A target has been set for the next reporting period.

Fig. 16: Percentage of Youth with Disabilities Employed Since Leaving High School
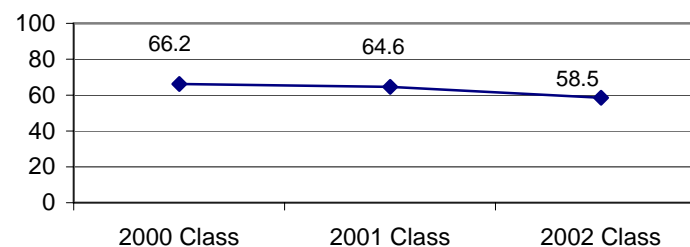
TABLE
Part B Annual Performance Report
Status of Program Performance
Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

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3. Explanation of Progress or Slippage

*Note: None of the four indicators had targets established for the 2002-2003 reporting period; therefore, "**progress**" or "**slippage**" cannot be reported. Instead, this section will briefly note factors that may be bearing on these indicators.*

Indicator 1: **Low and unfavorable trend** Idaho has a number of youth that participate in religious missions following high school graduation delaying entry into post-secondary education by two years. An item has been added to the surveys to address this. Data from the three-year follow-up survey will be analyzed, as it is available, to see if participation in religious missions is affecting the one-year follow-up data. The baseline for future reporting will be 20%.

Indicator 2: **Low and unfavorable trend**. The decrease in the percentage of students reporting employment since graduation is concerning. One contributing factor is most likely the large number of lay-offs across the state in telecommunications and technology industries that took place in 2002 and 2003. These lay-offs forced workers from higher paying jobs to take service and entry-level jobs that are traditionally taken by youth. This is reflected in a lower rate of employment for all youth in Idaho ages 16 to 21 years. The baseline for future reporting will be 64%.

Indicator 3: **Flat but favorable trend**. The student data collected through the Post School Outcome Survey indicated a high level of student involvement for both the 2002 Class (92%) and the 2003 Class (92%). The baseline for future reporting will be 92%.

Indicator 4: **Flat trend**. The baseline for future reporting will be 75%.

Goal Summary

The four indicators will provide data to assist in evaluating both the effect and effort provided by the state to improve outcomes for youth with disabilities. The

data collected in the Post School Outcome Surveys has proven beneficial to establishing trends and baselines for the indicators. Increasing the employment and the enrollment in post-secondary education for youth with disabilities are important state efforts.

4. Projected Targets

Indicator 1: Increase the number of youth with disabilities that enroll in post-secondary education by 5% to reach the target of 25%.

Indicator 2: 58.5% of youth indicate on the Post School Outcome Survey, one-year follow-up, that they are employed. Note: The State of Idaho Profile (March 2004) indicates a decrease in the state unemployment rate from 5.6 in February 2003 to 4.8 in 2004. The number of jobs created in the state has also increased. With this in mind, the target set for next year is to stop the downward trend by maintaining the employment rate reported by students on the one-year follow-up survey at 58.5%.

Indicator 3: 95% of students report average or above levels of participation in IEP development, including transition planning, on the Senior Exit Survey.

Indicator 4: 80% of students report on the Senior Exit Survey that their high school connected them to employment, college or a community agency such as vocational rehabilitation.

TABLE
Part B Annual Performance Report
Status of Program Performance
Note: An asterisk (*) denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.

Future Activities	6. Projected Timelines	6. Projected Resources
• Partner with the Idaho Training Clearinghouse to develop and support a Secondary Transition Learning Community to provide on-line and traditional training formats.	Summer 2004	• Idaho Interagency Council on Secondary Transition • SIG funding
• Offer mini-workshops on topics related to the key indicators for secondary transition twice a year in eight locations around the state. • Provide training and follow-up to teachers and parents regarding student-led IEP process and other planning methods that increase student participation.	Fall 2004 Spring 2005	• Idaho Interagency Council on Secondary Transition • SIG funding
• Develop a Transition Leadership cadre, including higher education faculty to address the statewide training needs in preservice and inservice for professional, paraprofessional and parent training.	Summer 2004	• Secondary Transition Specialist • Idaho Division of Vocational Rehabilitation • SIG funding
• Develop a model for development of self-determination skills for youth that includes presentations and mentoring provided by adults with disabilities.	Ongoing Model finalized Summer 2005	• State Independent Living Council: Secondary Transition Team • Secondary Transition Specialist • SIG funding • Exceeding Expectations Grant (Colorado State University) funding
• Schedule two meetings annually to support an organization of post-secondary disability service personnel.	Summer 2004 Winter 2005	• Secondary Transition Specialist • Exceeding Expectations Grant (Colorado State University) funding • SIG funding
• Incorporate all Idaho key indicators for secondary transition and their measures into the LEA self-evaluation and planning for Idaho's CIMP process.	August 2004	• Secondary Transition Specialist • Monitoring Coordinator • SDE Regional Consultants
• Finalize the state interagency agreement among agencies, including roles and responsibilities of each agency in the IEP and transition planning and the transition process. • Develop a template for protocols to be used at the district level to assist in planning and coordinating secondary transition services for individual youth.	Summer 2004 Summer 2004	• Idaho Interagency Council on Secondary Transition.

Note: Projected Targets, Future Activities and Projected Timelines and Resources (items 4-6 in this report) are for the NEXT reporting period, July 1, 2003, through June 30, 2004, and ongoing.

ATTACHMENT 1
Cluster Area I: General Supervision
Dispute Resolution – Complaints, Mediations, and Due Process Hearings Baseline/Trend Data
(Place explanations to Ia, Ib, and Ic on the Table, Cluster Area I, *General Supervision*, Cell I, *Baseline/Trend Data*)

Ia: Formal Complaints						
(1) July 1, 2002 - June 30, 2003 reporting period	**(2) Number of Complaints**	**(3) Number of Complaints with Findings**	**(4) Number of Complaints with No Findings**	**(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction**	**(6) Number of Complaints Completed/Addressed within Timelines**	**(7) Number of Complaints Pending as of: ___/___/___** *(enter closing date for dispositions)*
TOTALS	16	11	12	3	7	0

Ib: Mediations					
(1) July 1, 2002 - June 30, 2003 reporting period	**Number of Mediations**		**Number of Mediation Agreements**		**(6) Number of Mediations Pending as of: ___/___/___** *(enter closing date for dispositions)*
	(2) Not Related to Hearing Requests	**(3) Related to Hearing Requests**	**(4) Not Related to Hearing Requests**	**(5) Related to Hearing Requests**	
TOTALS	14	2	7	2	0

Ic: Due Process Hearings				
(1) July 1, 2002 - June 30, 2003 reporting period	**(2) Number of Hearing Requests**	**(3) Number of Hearings Held** *(fully adjudicated)*	**(4) Number of Decisions Issued after Timelines and Extension Expired**	**(5) Number of Hearings Pending as of: ___/___/___** *(enter closing date for dispositions)*
TOTALS	12	4	1	0

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: **IDAHO**

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4	2,035	18,375
5		
6		
7		
8	1,816	18,877
HIGH SCHOOL (GRADE: **10**)	1,341	17,197

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: **IDAHO**

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE[1] (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE[1] (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (4B)
3						
4	1,925	61	23	0	0	0
5						
6						
7						
8	1,714	32	13	0	0	0
HIGH SCHOOL (GRADE: **10**)	1,217	60	40	0	0	0

[1] Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.
[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

APR/SUBMISSION REQUIREMENTS: 2002-2003
(OMB NO: 1820-0624 / 01/30/07) – **REVISED 02-05-04**

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: **IDAHO**

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP [1] (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID [2] (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3							
4	90	90	0		1	19	
5							
6							
7							
8	84	84	0			18	
HIGH SCHOOL (GRADE: **10**)	86	86	0			38	

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.
[1] NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.
[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: **IDAHO**

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT*

GRADE LEVEL	REGULAR ASSESSMENT[1](9A)				ALTERNATE ASSESSMENT[2](9B)				NO VALID SCORE (10)[5]	ROW TOTAL[6](11)
	Advanced Achievement Level[3]	Proficient Achievement Level	Basic Achievement Level	Below Basic Achievement Level	**Advanced** Achievement Level	Proficient Achievement Level	Basic Achievement Level	Below Basic Achievement Level		
3										
4	114	647	767	374	16	38	24	12	24	2,016
5										
6										
7										
8	27	154	399	1,121	9	33	24	18	13	1,798
HIGH SCHOOL (GRADE:**10**)	19	229	593	336	16	36	20	14	40	1,303

* State achievement level(s) considered proficient or higher for purposes of NCLB are: PROFICIENT AND ADVANCED

[1] The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.
[2] The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.
[3] Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.
[4] Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.
[5] The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.
[6] The row total (column 9A level A + level B + level C … + level X) + (column 9B level A, level B, level C … + level X) + column 10 is to equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation.

APR/SUBMISSION REQUIREMENTS: 2002-2003
(OMB NO: 1820-0624 / 01/30/07) – **REVISED 02-05-04**

Attachment 3 - Page 4

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: **IDAHO**

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4	2,017	18,202
5		
6		
7		
8	1,841	18,916
HIGH SCHOOL (GRADE: **10**)	1,349	17,252

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: **IDAHO**

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE[1] (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (4B)
3						
4	1,997	64	41	0	0	0
5						
6						
7						
8	1,805	26	8	0	0	0
HIGH SCHOOL (GRADE: **10**)	1,310	55	32	0	0	0

[1] Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.
[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: **IDAHO**

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP [1] (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3							
4	93	93	0	0	1	20	
5							
6							
7							
8	86	86	0	0		36	
HIGH SCHOOL (GRADE: **10**)	89	89	0	0		39	

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.
[1] NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.
[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: **IDAHO**

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT*

GRADE LEVEL	REGULAR ASSESSMENT[1](9A)				ALTERNATE ASSESSMENT[2](9B)				NO VALID SCORE (10)[5]	ROW TOTAL[6](11)
	Advanced Achievement Level[3]	Proficient Achievement Level	Basic Achievement Level	Below Basic Achievement Level	**Advanced** Achievement Level	Proficient Achievement Level	Basic Achievement Level	Below Basic Achievement Level		
3										
4	162	409	609	682	18	38	31	6	42	1,997
5										
6										
7										
8 1719	73	320	543	775	18	30	28	10	8	1,805
HIGH SCHOOL (GRADE: **10**)	34	268	549	338	23	37	23	6	32	1,310

* State achievement level(s) considered proficient or higher for purposes of NCLB are: PROFICIENT AND ADVANCED

[1] The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.
[2] The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.
[3] Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.
[4] Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.
[5] The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.
[6] The row total (column 9A level A + level B + level C … + level X) + (column 9B level A, level B, level C … + level X) + column 10 is to equal the number of students with IEPs reported in Section D. If the number of students is not the same, provide and explanation.